

## Lambs Elementary

6800 Dorchester Road  
North Charleston, SC 29418

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	352 Students	
<b>Principal</b>	Janice Timko	843-767-5900
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	34	53	2	0

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Good	No
2005	Average	Unsatisfactory	Yes
2006	Average	Below Average	Yes

# DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

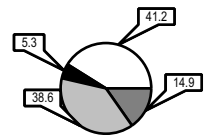
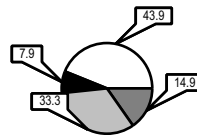
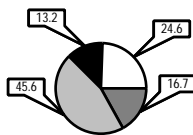
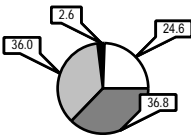
## English/Language Arts

## Mathematics

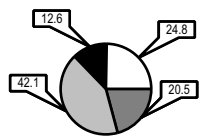
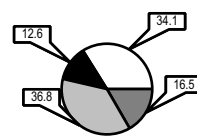
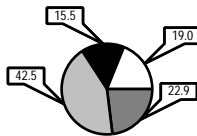
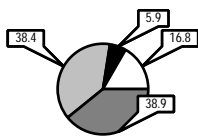
## Science

## Social Studies

### Our School



### Elementary Schools with Students like Ours



### Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

### Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	125	98.4	23.2	36.6	37.5	2.7	50.0	Yes	Yes
<b>Gender</b>									
Male	69	98.6	24.2	45.2	27.4	3.2	40.3	N/A	N/A
Female	56	98.2	22.0	26.0	50.0	2.0	62.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	47	97.9	11.9	31.0	52.4	4.8	64.3	Yes	Yes
African American	44	100.0	24.4	43.9	31.7	0.0	46.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	42.3	38.5	19.2	0.0	26.9	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	110	100.0	18.0	39.0	40.0	3.0	54.0	N/A	N/A
Disabled	15	86.7	66.7	16.7	16.7	0.0	16.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	98.4	23.2	36.6	37.5	2.7	50.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	24	100.0	52.4	33.3	14.3	0.0	19.0	I/S	I/S
Non-Limited English Proficient	101	98.0	16.5	37.4	42.9	3.3	57.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	74	100.0	30.4	40.6	27.5	1.4	39.1	Yes	Yes
Full-pay meals	51	96.1	11.6	30.2	53.5	4.7	67.4	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	125	100.0	24.6	45.6	16.7	13.2	44.7	Yes	Yes
<b>Gender</b>									
Male	69	100.0	22.2	42.9	19.0	15.9	50.8	N/A	N/A
Female	56	100.0	27.5	49.0	13.7	9.8	37.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	47	100.0	11.6	44.2	20.9	23.3	60.5	Yes	Yes
African American	44	100.0	26.8	53.7	17.1	2.4	39.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	42.3	42.3	11.5	3.8	23.1	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	110	100.0	18.0	50.0	18.0	14.0	48.0	N/A	N/A
Disabled	15	100.0	71.4	14.3	7.1	7.1	21.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	24.6	45.6	16.7	13.2	44.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	24	100.0	47.6	38.1	14.3	0.0	14.3	I/S	I/S
Non-Limited English Proficient	101	100.0	19.4	47.3	17.2	16.1	51.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	74	100.0	29.0	53.6	13.0	4.3	31.9	Yes	Yes
Full-pay meals	51	100.0	17.8	33.3	22.2	26.7	64.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	125	100.0	43.9	33.3	14.9	7.9	22.8
<b>Gender</b>							
Male	69	100.0	38.1	36.5	14.3	11.1	25.4
Female	56	100.0	51.0	29.4	15.7	3.9	19.6
<b>Racial/Ethnic Group</b>							
White	47	100.0	23.3	37.2	23.3	16.3	39.5
African American	44	100.0	58.5	29.3	9.8	2.4	12.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	57.7	34.6	7.7	0.0	7.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	110	100.0	40.0	35.0	16.0	9.0	25.0
Disabled	15	100.0	71.4	21.4	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	43.9	33.3	14.9	7.9	22.8
<b>English Proficiency</b>							
Limited English Proficient	24	100.0	66.7	28.6	4.8	0.0	4.8
Non-Limited English Proficient	101	100.0	38.7	34.4	17.2	9.7	26.9
<b>Socio-Economic Status</b>							
Subsidized meals	74	100.0	55.1	34.8	5.8	4.3	10.1
Full-pay meals	51	100.0	26.7	31.1	28.9	13.3	42.2

<b>Social Studies</b>							
All Students	125	100.0	41.2	38.6	14.9	5.3	20.2
<b>Gender</b>							
Male	69	100.0	44.4	31.7	19.0	4.8	23.8
Female	56	100.0	37.3	47.1	9.8	5.9	15.7
<b>Racial/Ethnic Group</b>							
White	47	100.0	18.6	44.2	27.9	9.3	37.2
African American	44	100.0	58.5	31.7	7.3	2.4	9.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	29	100.0	53.8	42.3	0.0	3.8	3.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	110	100.0	37.0	43.0	15.0	5.0	20.0
Disabled	15	100.0	71.4	7.1	14.3	7.1	21.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	41.2	38.6	14.9	5.3	20.2
<b>English Proficiency</b>							
Limited English Proficient	24	100.0	57.1	42.9	0.0	0.0	0.0
Non-Limited English Proficient	101	100.0	37.6	37.6	18.3	6.5	24.7
<b>Socio-Economic Status</b>							
Subsidized meals	74	100.0	53.6	36.2	5.8	4.3	10.1
Full-pay meals	51	100.0	22.2	42.2	28.9	6.7	35.6

**Abbreviations for Missing Data**
**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	54	100.0	19.6	21.7	50.0	8.7	58.7
	4	66	100.0	22.4	51.7	25.9	0.0	25.9
	5	57	100.0	13.5	55.8	28.8	1.9	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	97.4	17.6	35.3	41.2	5.9	47.1
	4	40	100.0	20.6	26.5	50.0	2.9	52.9
	5	47	97.9	29.5	45.5	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	54	100.0	17.4	47.8	19.6	15.2	34.8
	4	66	100.0	31.0	43.1	22.4	3.4	25.9
	5	57	100.0	17.3	51.9	21.2	9.6	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	14.3	54.3	20.0	11.4	31.4
	4	40	100.0	17.6	41.2	20.6	20.6	41.2
	5	47	100.0	37.8	42.2	11.1	8.9	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	54	100.0	41.3	43.5	8.7	6.5	15.2
	4	66	100.0	51.7	31.0	13.8	3.4	17.2
	5	57	100.0	50.0	25.0	17.3	7.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	42.9	45.7	8.6	2.9	11.4
	4	40	100.0	23.5	23.5	29.4	23.5	52.9
	5	47	100.0	60.0	31.1	8.9	0.0	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	54	100.0	17.4	58.7	15.2	8.7	23.9
	4	66	100.0	39.7	44.8	13.8	1.7	15.5
	5	57	100.0	36.5	38.5	15.4	9.6	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	38	100.0	25.7	42.9	17.1	14.3	31.4
	4	40	100.0	38.2	38.2	20.6	2.9	23.5
	5	47	100.0	55.6	35.6	8.9	0.0	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 352)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.5%	Up from 2.4%	2.7%	2.8%
Attendance rate	96.4%	Up from 96.3%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 7.9%	0.0%	0.0%
Eligible for gifted and talented	7.6%	Down from 14.8%	12.3%	10.4%
On academic plans	43.5%	N/AV	32.6%	33.6%
On academic probation	10.0%	N/AV	1.3%	1.0%
With disabilities other than speech	4.7%	Down from 7.4%	7.7%	7.5%
Older than usual for grade	0.3%	Down from 1.0%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	48.1%	Down from 50.0%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.9%	N/A	1.2%	2.4%
Teachers with emergency or provisional certificates	3.8%	Up from 3.4%	0.0%	0.0%
Teachers returning from previous year	80.4%	Down from 86.5%	88.7%	87.3%
Teacher attendance rate	94.7%	Down from 94.9%	94.9%	94.9%
Average teacher salary	\$43,384	Up 2.7%	\$42,818	\$42,485
Prof. development days/teacher	11.3 days	No change	13.9 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Down from 18.1 to 1	19.0 to 1	18.6 to 1
Prime instructional time	89.1%	Down from 90.2%	90.1%	89.7%
Dollars spent per pupil*	\$6,435	Up 20.6%	\$6,305	\$6,557
Percent of expenditures for teacher salaries*	69.6%	Down from 77.5%	64.7%	64.0%
Percent of expenditures for instruction*	72.6%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

# REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lambs Elementary maintains an emphasis on academics in a safe, nurturing environment. This year, our school served 345 students. 42% of the students are Air Force dependents. Additionally, there are special needs students comprising 12% of the population, with another 19% of the students receiving ESOL (English for Speakers of Other Language) services.

Our demographics, while bringing with them a broad base of cultural diversity, also bring a steady fluctuation in our student population. The majority of the students who enter kindergarten at Lambs do not stay through the fifth grade. This is due to changing military assignments as well as the transient Hispanic population in our area.

At Lambs, we have implemented programs that meet the needs of all of our learners, both those who are academically gifted, as well as those who find learning more challenging. Lambs Elementary has been a member of the Accelerated Schools Project (ASP) for the past nine years. Through the ASP model, our programs are developed using data and research of best practices. We build on the strengths and talents of our students. Some of the programs that we offer at our school are Reading and Math Renaissance programs (Accelerated Reading and Accelerated Math) where students' individual instructional levels in reading and math are used; Rotary Reader program, a mentoring program that includes members from the community; Spanish PTA programs designed for the needs of our Hispanic parents, including teaching of English; CORE Team, which provides a more thorough approach in designing learning plans for our students; Acceleration Station, in which students are provided extra tutoring during the school day to help students learn standards; Coherent Curriculum, designed so that all teachers have aligned their curriculum, both in the school and throughout the district; MAP Assessment, where teachers analyze and use data to plan instruction for their students; and SIX Traits Writing Curriculum, in which teachers use common terms and common rubrics to teach and assess writing.

This year we were successful and made our AYP goal. The school met 17 out of 17 objectives in performance and participation of students in various groups.

Our goal each year is to increase student achievement in all of our students.

Mary Beth Clark and Michelle Foster, School Improvement Chairpersons  
Janice Timko, Principal

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	40	42
Percent satisfied with learning environment	84.6%	94.9%	81.0%
Percent satisfied with social and physical environment	92.0%	87.5%	87.5%
Percent satisfied with school-home relations	80.0%	86.8%	85.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.